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ABSTRACT

Designed to assess the quality of children's narrative compositions, the Glazer Narrative Composition Scale (GNCS) consists of eighteen scales outlined under plot, theme, setting, characterization, and style. Each scale is scored 1, 2, or 3, depending on how much of the scale element is present in the narrative, with the highest possible score being 54. Scales were selected on the basis of a review of literary theory and criticism and previous research in children's writing, an examination of previous composition scales, and an analysis of a large number of children's narratives from grades 4 through 6. Concurrent validity was provided by the correlation of narrative scores by three judges using a quick-impression Q-sort and three different judges using GNCS, resulting in a correlation coefficient of .80. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Writing), title, author, date, and age range (elementary, junior high), and describes the instrument's purpose and physical characteristics.] (JM)

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The Research Instruments Project (TRIP)

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NATIONAL COUNCIL OF TEACHERS OF ENGLISH
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URBANA, ILLINOIS 61801

Category: Writing

Title: Glazer Narrative Composition Scale

Author: Joan Glazer

Age Level: Elementary-Junior High

Description of Instrument:

Purpose: To assess the quality of children's narrative compositions.

Date of Construction: 1971

Physical Description: The GNCS is a set of eighteen scales which can be outlined as follows:

I. Plot

1 A. Originality

2 B. Beginning

3 C. Internal Logic

4 D. Inclusion of Detail

5 E. Ending

6 II. Theme

7 III. Setting

8 IV. Characterization

V. Style

9 A. Title

10 B. Sentence Structure: variety, fluency

11 Sentence Structure; use of connectives

12 C. Word Usage, vocabulary

13 Word Usage, figurative language

14 Word Usage, names

15 Word Usage, pronouns, verb tense

16 D. Dialogue

17 E. Emotional Quality

18 F. Unusual Elements

Each scale is scored 1, 2, or 3, from little or none to much of the scale element present in the narrative. Highest possible score is 54. The complete GNCS describes in detail each of the scoring levels for each scale.

Validity, Reliability, and Normative Data

The scales were selected on the basis of a review of literary theory and criticism and previous research in children's writing, an examination of previous composition scales, and an analysis of a large number of narratives written by children in Grades 4-6. Evidence of concurrent validity was sought by correlating scores on narratives by three judges using a quick-impression Q-sort and scores on the same narratives by three different judges using GNCS. This correlation coefficient was .80. Correlation of GNCS test-retest scores for three raters after a three week interval was .91. Interrater reliability among three raters was .83 (Pearson product moment correlation coefficient).

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Glazer, Joan I. The Development of the Glazer Narrative Composition Scale. Ann Arbor, Michigan: University Microfilms, 1972. Order No. 72-4496.

THE DEVELOPMENT OF THE

GLAZER NARRATIVE COMPOSITION SCALE

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

by

Joan Irene Glazer, B.S., M.A.

****

The Ohio State University
1971

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Adviser
Early and Middle Childhood
Education

72-4496

GLAZER, Joan Irene, 1940-

THE DEVELOPMENT OF THE GLAZER NARRATIVE COMPOSITION SCALE.

The Ohio State University, Ph.D., 1971
Education, general

University Microfilms, A XEROX Company, Ann Arbor, Michigan

GLAZER NARRATIVE COMPOSITION SCALE

	1	2	3
I. PLOT			
A. Originality			
B. Beginning			
C. Internal Logic			
D. Inclusion of Detail			
E. Ending			
II. THEME			
III. SETTING			
IV. CHARACTERIZATION			
V. STYLE			
A. Title			
B. Sentence Structure, variety			
Sentence Structure, fluency			
Sentence Structure, use of connectives			
C. Word Usage, vocabulary			
Word Usage, figurative language			
Word Usage, names			
Word Usage, pronouns, verb tense			
D. Dialogue			
E. Emotional Quality			
F. Unusual Elements			
		-- --	

Total score _____

Paper no. _____

Judge _____

GLAZER NARRATIVE COMPOSITION SCALE

I. PLOT

A. Originality
- 1 - The story is a retelling of a known story, or has obviously been copied.
- 2 - The basic idea and development of the story might be expected from intermediate grade children.
- 3 - The basic idea and development of the story show a new outlook, original thought.

B. Beginning
- 1 - Beginning is not particularly interesting, gets the story off to a slow start.
- 2 - Beginning is interesting, may be a stereotyped format.
- 3 - Beginning is intriguing, gets the reader into the story immediately.

C. Internal Logic
- 1 - Story lacks coherence.
  Story does not have a plot.
  Events are told in sequence, but without a cause and effect relationship.
  There is an unexplained conflict in the logic of the story.
- 2 - Events of the story are related logically, with some cause and effect.
- 3 - Events of the story are clearly interconnected by a cause and effect relationship.

D. Inclusion of Detail
- 1 - Very little detail included.
- 2 - Fair amount of detail.
- 3 - Much detail, adding to the development of the plot.

E. Ending
- 1 - Lack of closure.
  Lack of reasoning for specific ending.
  Trite ending.
- 2 - Ending follows logically from the story.
- 3 - Ending follows logically from the story, is clever, succinctly stated. May be a surprise ending.

II. THEME
- 1 - Story does not have a theme.
- 2 - Theme is stated as a moral at the end of the story, or is summarized in the concluding statements.
- 3 - Theme is an integral part of the story.

III. SETTING

1 - Time and place are indicated in general.
2 - Time and place are given specifically.
3 - Time and place are given in descriptive, sensory terms.

IV. CHARACTERIZATION

1 - Characters are identified by a name, noun, or pronoun with no further description.
2 - Characters are described physically, psychologically, or both.
3 - Characters are described physically, psychologically, or both, and act in accordance with the description given.

V. STYLE

A. Title

1 - There is no title.
The story and title do not match.
2 - The title is very general and tells little about the story.
3 - The title is interesting or clever, builds desire to read the story.

B. Sentence Structure-Fluency, Variety

1 - Sentences are short or choppy. The same pattern may be repeated. Lack fluency.
2 - Sentences read without noticeable breaks, and there is some variety in pattern.
3 - There is a great variety of sentence patterns, some rather complex. The composition flows freely.

Sentence Structure - use of connectives

1 - "And" is used to create run-on sentences.
One connective, such as "then" or "so" is used extensively and with little intrinsic meaning.
2 - The same connective is used repeatedly, but with meaning.
The transitions are not particularly smooth.
3 - Connectives are used logically and create a smooth transition.

C. Word Usage - vocabulary

1 - Common, fairly general words are used. The same words may be used repeatedly.
2 - Accurate, precise, but not unusual words are used.
3 - Vivid, descriptive words are used.

Word Usage - figurative language

1 - There is no figurative language at all.
2 - Common idioms or often-used figures of speech are used.
3 - Original figures of speech, appropriate to the situation, are used. New expressions are introduced.

Word Usage - names

1 - Characters are not named, are referred to by a common noun.

2 - At least one character is named, using actual names.

3 - Names are created for an imaginary creature, or to match a character.
Unusual names are used.

Word Usage - pronouns, verb tense

1 - Two different pronouns are used to refer to the same antecedent.
There is a confusing change of verb tense.

2 - For the most part, pronoun usage and verb tense are consistent with the meaning of the passage.
Some verb inflections may be omitted.

3 - For the entire story pronoun usage and verb tense are consistent with the meaning of the passage.

D. Dialogue

1 - No dialogue is used.
The dialogue is stilted or unnatural.

2 - The dialogue advances the plot, is natural, and is appropriate to the character speaking.

3 - The dialogue advances the plot, is natural, is appropriate to the character speaking, and is particularly clever or effective.

E. Emotional Quality

1 - No emotion is mentioned or indicated.
A single word denotes emotion.

2 - Emotion and reaction to emotion are shown.

3 - Emotion is a basic part of the story, perhaps affecting the plot.
An unusual depth of understanding of emotion is shown.

F. Unusual Elements

1 - The story is told in direct narrative.

2 - The story employs some literary device which increases its effectiveness. Examples are:

An unexpected element
Special punctuation or capitalization for emphasis
Repetition of words or phrases
Unusual point of view
Special format or form
Aside to reader
Humor, exaggeration, sarcasm

APPENDIX C

GLAZER NARRATIVE COMPOSITION SCALE

EXPANDED GUIDELINES

I. PLOT - A. Originality

1 - The story is a retelling of a known story, or has obviously been copied.

> Once upon a time there was an angry hare, and one day the angry hare saw this tortoise and asked it do it want to race and the tortoise said yes and all the animals in the whole forest came to see it. The reindeer shot the gun for them to go. So the hare left the tortoise a long ways back and the hare got tired and laid down on this rock. . . .

> It's the night of the Emmys, and a coast-to-coast TV audience shares the glamour and the excitement of guessing who will win the sometimes controversial awards that TV people crave the way movie stars do Oscars and home run sluggers the Most Valuable Player awards. . . .

2 - The basic idea and development of the story might be expected from intermediate grade children.

> One day my mom had to go to get her hair cut and I went along. After my mom was done she asked me to get on the chair and let the lady look at my hair. And so I did. The lady said, "Oh what nice curly hair you have." And then she cut off my curly hair. And that made me so mad. . . . From now on I don't let anyone touch my hair when they have scissors in their hands.

> On January 19th, 1971, a very exciting thing happened at the Tall's house. Their television ran away, or at least they thought it did. It all happened one night when Mr. Tall put wheels on the television. The television was delighted, he would roll up and down and go everywhere.
>
> When Mr. Tall woke up the TV was gone. He and his family looked everywhere for it but could not find it. They were all very sad, even Mr. Tall almost cried.
>
> That night there was a knock at the door. It was their next door neighbor and he had the TV. He said that when he came home it was outside and the wheels were broken.

3 - The basic idea and development of the story show a new outlook, original thought.

> One day Becky and Sammy flea went to the restaurant. When they came back out, Sam said, "Let's take a dogxi."
>
> "OK, but let's be extravagant and call a French Poodle," said Becky. So they called the French Poodle Service of

America, and soon they saw a poodle coming down the street. When it got beside them, they hopped on his left ear. As they sat down on the 1,000,031 hair they heard an angry voice. "Why are you sitting on me, everybody sits on me, why can't I be a chauffeur like the other hairs are? Huh?"

The fleas looked and got up at the same time. They saw the hair. Then Sam said, "OK. We'll sit on this hair."

Suddenly the first hair blurted, "No, those hairs are too old!" And with that he flicked Sam and Becky off.

Once a long time ago on the desert there was a colony of lines. There was a lanky line named George who lived with his mommy and daddy.

One day there was a very bad wind storm. Just before, the children lines were playing a game. It was a game where you put glue on the bottom of your line (or feet) and you jump up and you land real hard on the ground and try to get loose.

Well, the wind storm hit, their bottom attached to their top, and they became what we call a circle.

A lot of lines were skinny and lanky like George. They unfortunately broke and became what we now call an X. Some lines were stretched until they became very long. These long lines just couldn't hold the weight of their body so they laid down. Another line laid down the same way except a little farther away because they didn't like each other that much. Then two other lines lay down the same way. It looked like this #.

Then an x plunked in like this #. Then a circle plunked in like this #. Some other x's and o's plunked in until it looked like this #. Then a tall stretched-out line fainted in like this #.

Little did all the x's and o's, and stretched-out lines notice but they played the first game of tic-tac-toe.

I. PLOT - B. Beginning

1 - Beginning is not particularly interesting, gets the story off to a slow start.

One day my friend and I were playing in the yard.

One day we were watching television, and it went out so we went to ask Mom and Dad to buy a new one.

2 - Beginning is interesting, may be a stereotyped format.

Once upon a time in an old deserted town some magic things happened.

There once was a pig that did not like mud.

3 - Beginning is intriguing, gets the reader into the story immediately.

"Missed me again," said Mr. Half and Half Monster.

Few of us realize what treasures are on top of our head. We take our hair for granted.

I. PLOT - C. Internal Logic

1 - Story lacks coherence. Story does not have a plot. Events are told in sequence, but without a cause and effect relationship.
There is an unexplained conflict in the logic of the story.

> When my mother needed help I go and wash my hands. When I go and help her I like it and one day it was a TV and a man was watching the TV and I thought and so it was a dog.

> It was a hot summer day when Mother needed help to set the table for the picnic. You know what we had. We had a cake, a pie, apples, hot dogs. We play hide and go seek. Father needed help to put up the badminton set. Then we went swimming. The water was cold. I fell down and hurt my knee. Then my friend came to the park and we went walking. And after we came back we got in a fight.

> The television ran away so far he got lost. He didn't know his way back home. . . . They all went looking for him. They couldn't find him. The next morning the television came back.

2 - Events of the story are related logically, with some cause and effect.

> Once there was a television that always wanted to run away. One day it ran away and never came back. So the man that owned the television bought another TV. So it ran away. And than he bought another TV and chained it to the floor. Then he hit it and it did what he said.

3 - Events of the story are clearly interconnected by a cause and effect relationship.

> Harold was a hair on a man's head. The man's name was Mr. John C. Preston. Mr. Preston always brushed his hair every day. He always cleaned his hair too. But there was one thing Harold didn't like. Mr. Preston put grease on his hair. Harold always fought the grease and stood straight up. Harold hated grease. As soon as he saw the grease coming, he pulled and tugged to make Mr. Preston's head hurt. One day Mr. Preston found out he had a meeting to attend. He decided to put extra grease on his hair. Harold

got very mad so he pulled very hard - too hard because he jerked himself out of Mr. Preston's head. He floated down to Mr. Preston's nose. Mr. Preston was about to get him off when Harold said, "Stop."

"Who said that?" Mr. Preston asked.

"Here on your nose," Harold answered.

"What do you want?" he asked.

"I want to tell you something you had better not forget. Don't put grease on your hair." And then Harold floated to the ground. He would never speak again.

I. PLOT - D. Inclusion of Detail

1 - Very little detail included.

> Once there was a television who ran away because no one would watch him. So he ran away and got lost. When the people who owned him saw that he was missing they went to look for him and they found him and took him home and watched him every day.

2 - Fair amount of detail.

> ... That night the television went across the room where there was a door which went to the basement. Nobody went down there because the whole side of the wall was out and the landlord of the house wouldn't get it fixed. So the TV went down in the basement and hid in a corner and that is where he stayed. The basement was cold but he didn't mind. . . .

3 - Much detail adding to the development of the plot.

> One day after I had just finished playing a game I was walking down the stairs and all at once I fell over a toy and on to the TV and out the door. The television had unlocked itself and was going down the street. While we were going we ran over ten old ladies, two cats, and twenty rose beds full of flowers. ...

I. PLOT - E. Ending

1 - Lack of closure.
Lack of reasoning for specific ending.
Trite ending.

> Once there was a bald-headed cat. He had one hair on his head. He wanted more hair so he used hair tonic to make it grow. The hair said, "I wish he would stop using that stuff on me. I wish, I wish, I wish." Then he heard a voice. "I am your great hair fairy. I will grant you one wish."
>
> (The story is about a television that has run away.) ... In the morning when he got up he looked all around and could not find it so it was gone. But the television is back at the man's house.
>
> And then he woke up and told his mother about the dream.

2 - Ending follows logically from the story.

> Once there was a woman who had a son. The little boy's name was Henry, and he was only two and a half. But what was funny about him was that he was very strong. When little Henry was very bad his mother tried to spank him, but he gave her a spanking instead. So this got the mother very angry and she called her husband and told him about it and to come home and straighten his son up. So the father came home and tried to spank him. Finally he got him down and spanked him. And after that Henry was a good little boy.

3 - Ending follows logically from the story, is clever, succinctly stated. May be a surprise ending.

> (The story tells of an earlier day when weathermen controlled the weather. However, the weather decides to go its own way. Two children explain to the people that the rain is no longer the fault of the weathermen.) ... The weathermen thanked the two children. And after that the weather did just about what it does now.
>
> In Money City they always had a contest and whoever won got lots of money. One time there was a contest

where you had to take this old lady across the street, but everybody was ascared of her because she was mean. A lot of people asked her nicely but she said "NO" real mean and loud. One day when the train stopped a man got off. He was the same age as the old woman, 89. Everybody told him about the contest. So he went to the woman, picked her up and carried her across the street, and won ten thousand dollars.

II. THEME

1 - Story does not have a theme.

> Once upon a time there was a town of red marshmallows. They all were red, they all thought that red was the only color of marshmallows. There was also a town of orange marshmallows. They thought orange was the only color of marshmallows. One town of marshmallows was green. They also thought green was the only color of marshmallows. There were other towns of different colors. All marshmallows spoke the same language. One of the marshmallows sent a message about a big meeting. Every marshmallow was to go to this big meeting place. Every marshmallow that could go went. All the marshmallows that went turned white from fright. They all thought they were all one color. That's why some marshmallows are white, but the ones that didn't go to the meeting stayed the same color.

2 - Theme is stated as a moral at the end of the story, or is summarized in the concluding statements.

> (Bob has refused to wash or comb his hair. His mother sends him to the barbershop.)
> ...When the barber looked at the hairs he said, "You have a case of angry hair. I won't cut your hair." Now Bob is a hippie and ugly as sin. Moral of the story: Take care of your hair or you'll be sorry.

> (Dave has gone deep sea diving with his father.)
> ...I gave myself another push and tried to keep calm. Finally I got up to the boat and told my parents about the shark. Then I told them how I kept calm and how I wasn't afraid after I kept calm. From now on I will always keep calm. Then I won't be afraid anymore!

3 - Theme in an integral part of the story.

> Once there was a hair. It was red so all of the other hairs called him Reddy. This got him very mad because red was supposed to be the color of danger and red-head people were sometimes thought to be bad luck. Finally Reddy decided to go see Old Graypa and get some advice. Old Graypa was the oldest hair and the wisest. "Well," said Old Graypa, "There are two

things you can do. You can either dye your hair or wear a wig."

"What!" cried out Reddy. "Only women do that!"

"I know," said Old Graypa chuckling. "I'll tell you something that's very important. You can't be perfect. You might have a split end, you might be red, or maybe you're curly. Nobody can be perfect. So just be happy with yourself and you will feel much better."

Reddy followed Old Graypa's advice. Then he said, "Oh well, I guess being called Reddy isn't too bad after all." And so he was happy for the rest of his life.

III. SETTING

1 - Time and place are indicated in general.

One day my mom needed help and she wanted me to go to the store.

Once upon a time there was a person named Sarah.

2 - Time and place are given more specifically.

On the night of June 10, 1970, a boy was lost in a state park.

It was the year of the First World War.

Once upon a time there was a king who lived in a very large castle in Ireland.

3 - Time and place are given in descriptive, sensory terms.

On March 16th, a kite-flying day, my family and I moved to a new house. It was old and spooky, with creaky stairs.

It was dark out, and we lived on an alley on a hill. There weren't very many houses around. The alley was long, the wind was blowing, and it was thundering loud. The trees made a whistling sound.

IV. CHARACTERIZATION

1 - Characters are identified by a name, noun, or pronoun with no further description.

One night me and my mother were alone by ourselves.

One day the Smith family was going on a picnic.

2 - Characters are described physically, psychologically, or both.

He's a fat plump fellow about in his forties. He's nice to the kids in the neighborhood.

There was a ghost named Ham who was the meanest ghost that ever lived. He was so mean that none of the ghosts liked him.

His father was not a good provider for the family. Melvin's father didn't know the meaning of work. He disrespect Melvin's mother and treated the children like dirt.

3 - Characters are described physically and/or psychologically and act in accordance with the description given.

Rusty was a boy just like any other boy except for one thing. He was scared to death of water. While his friends were off swimming on hot summer days, Rusty was at home playing with Dizzy, his pet crow. ...

... This doll is about four and a half feet tall. I'm not going to tell you how wide she is because she wouldn't like that. She's a little on the heavy side. Her name is Mavis. Mavis is the sort of doll that is - well - I guess you could say weird. But you couldn't say it in front of her. If you did - WOW. ... Mavis has this problem of doing everything the hard way. Do you know how she got to the North Pole? She saw a cowboy movie once about a guy who didn't have enough money to ride the train so he got underneath the dairy car and rode to the place he was going. That's just what Mavis did, only Mavis calls the dairy car the cow car. ...

V. STYLE - A. Title

1 - There is no title.
The story and title do not match.

> The Runaway Television
> One day I was watching TV. My favorite clown was telling some jokes. The joke he said was, "I'm going to beat you up. As you going" and then he said, "Watch next week for the rest." I hate it when I have to wait until next week. Then Mom said to go to bed.

2 - The title is very general and tells little about the story.

> TV
>
> My Life

3 - The title is interesting or clever, builds desire to read the story.

> The Magic Cloud
>
> The Basketball That Never Missed
>
> The Pink Striped Gorilla
>
> Stop That Hairy Thing
>
> The Five-Wheeled, King-Size, Avacado Lumminar
>
> The Colony of Lines

V. STYLE - B. Sentence Structure - 1. Fluency, Variety

1 - Sentences are short or choppy. The same pattern may be repeated. Lacks fluency.

> There was once a house on the hill. There lived a boy and a black umbrella. Every day it would be warm. One day Percy went to town. He played some games. A boy asked him "What is your name?" Percy told him. A man told him there would be a storm. He went to get his umbrella. ...

2 - Sentences read without noticeable breaks, and there is some variety in pattern.

> Mother was in the kitchen. Bill's monkey was in there too, and this monkey was a real mischievous monkey. First he threw down all of the plates, cups, and saucers. Then he turned on the stove and burnt his tail a bit. Mother was so mad she threw him out, but he came back in and spilled milk all over the nice clean floor. ...

> ... Every night it seems that the old man gets drunk, but this particular night the guy got really drunk. And him and his wife got into it. I lay awake and saw them fighting. They started shouting at each other. Then his wife picked up a chair and threw it at him. Lucky for him she missed because she threw it pretty hard. And by the look on their faces I could tell they were both mad! ...

3 - There is a great variety of sentence patterns, some rather complex. The composition flows freely.

> The forest was quiet in the early spring morning. The flowers that grew in fantastic numbers, colors, and shapes along the path lifted their heads as if to catch the first rays of morning light. Nothing moved, until - a roar thundered through the still forest, and an abominable-looking animal leaped from the bushes, his eyes flashing.

V. STYLE - B. Sentence Structure - 2. Use of Connectives

1 - "And" is used to create run-on sentences.
One connective, such as "then" or "so" is used extensively and with little intrinsic meaning.

> ... And then after her mother was through cleaning up the yard they went downtown to buy something for the party tonight and then when they had got back home they had to decorate the house for her eight year old girl and hername was Karen and she did not come home until it was time for her party. ...

> ... Joe brought me a ladder so I could climb out without kicking the window. So I finally got out. So we both started off to find a place to go. So me and Joe went to Portsmouth, Ohio. ...

2 - The same connective is used repeatedly, but with meaning.
The transitions are not particularly smooth.

> ... They were looking around the store and on one of the shelves was a box. So Jane's mother looked in the box and she saw a pair of red shoes. Jane tried the shoes on. They were just right. So Jane kept the shoes on and went out to play. Then Jane saw a school so she went into the school and danced for the children. ...

3 - Connectives are used logically and create a smooth transition.

> ... Saturday I got a flare out of my dad's car. My mother said I could have one so I got one out of the car. My sister, my cousin Gloria, and I went out in the street and started thumbing cars in the night time. Two cars almost stopped and one did so we ran back to the house because we were just playing. Then all of the flare was just about gone. ...

V. STYLE - C. Word Usage - 1. Vocabulary

1 - Common, fairly general words are used. The same words may be used repeatedly.

> Once upon a time there was a cat. He had a face like a dog and a body like a cat. He saw a boy. The boy said, "Hi, cat and dog." Then the cat and dog ran out and got hit. It had never seen a car.

2 - Accurate, precise, but common words are used.

> It was a hot summer day, and Mother was washing the lunch dishes. All of a sudden the faucet broke! There was water everywhere. Mom got buckets, pots, and pans. She was calling for help. We came in and opened the kitchen door. Water came gushing out. But Mom was on top of it all. It looked really funny! She was just sitting there acting great. It was bout three days till we got the water all up. Mom was furious, her face was burning up, but inside she was laughing.

3 - Vivid, descriptive words are used.

> One very overcast, winterish day I, Mr. Sun, decided to take a visit to Mr. Weather. You see, I was getting rather fatigued. For the last three months I had been trying to radiate my rays through his clouds. Mr. Weather is very stubborn and selfish. I was going to plead with him once more to move them. I was just going to leave when over struts Mr. Weather. He complained about my sunburning his clouds by shining on them so much. I was flabbergasted. ...

V. STYLE - C. Word Usage - 2. Figurative Language

1 - There is no figurative language at all.

2 - Common idioms or often-used figures of speech are used.

Men worked day and night trying to catch him.

The mayor said that Wildkingdom was the fastest horse under the sun.

I smacked her and she just stood frozen like a rock.

I ran down the street so fast I laid rubber.

3 - Original figures of speech, appropriate to the situation, are used. New expressions are introduced.

Once upon a time there was this hair. She got so angry she got tangles in herself.

Then she dipped her head to let her hair slide toward her face. It was a curtain around her face, a shimmering curtain with only herself inside.

One day the rattle snake was slithering along like a lazy S when he saw something.

The TV was so cold that he almost grew icicles on his antennas.

I got out of that house faster than a pneumatic drill through butter.

V. STYLE - C. Word Usage - 3. Names

1 - Characters are not named, are referred to by a common noun.

> Once there was a lady who hated her hair. She did not like it at all.
>
> A boy came into the house and saw the girl tied up. He tried to untie her. But when he was untying her the man came into the house and tied him up too. That night the boy and girl got away. ...

2 - At least one character is named, using actual names.

> One day a boy named Tony went down to the basement.
>
> "Mom, Mom," said Tom. "My dog Spot is missing."

3 - Names are created for an imaginary creature, or to match a character. Unusual names are used.

> ... Imagine! All this time I thought it was a five-wheeled, king-size, avocado lumminar, to find out it was actually a seven-winged, hairy-feathered, medium-sized, avocado Schnorkleby!
>
> Bird without feathers - "Nonfeather"
>
> Very happy hair - "Hilarious Hair"

V. STYLE - C. Word Usage - 4. Consistent use of pronouns, verb tense

1 - Two different pronouns are used to refer to the same antecedent. There is a confusing change of verb tense.

> ... So the television stayed to live with me. Then his master came over to ask me did I see a runaway TV. I had to say yes. He came in and was about to kick her when I stopped him. "Why do you kick her all the time?" I said. Let her make up her mind. ...

> Well, here I am, a dime, in the hand of a little girl. She will probably spend me on a candy bar or some other type of candy. So when the little girl had bought her candy I ended up in a register. Then the man who owned the store said to a little boy who was going out the door, "You have some change coming little boy." ...

2 - For the most part, pronoun usage and verb tense are consistent with the meaning of the passage. Some verb inflections may be omitted.

> No one was at home except me when I heard a noise. I wonder what it was and there it went again. Then I opened the door very slowly and walk out on the porch. Then the telephone ring. I jumped fast and then I heard the sound of a car, which frightened me even more. ...

3 - For the entire story pronoun usage and verb tense are consistent with the meaning of the passage.

> One night last year there was a murder. My mother and I were walking down the street when someone came running down to us and said, "There's been a murder on Chestnut Street. Call the police!" So I ran to a telephone and my mother went to the murder spot. Then I went also to the murder spot. When I got there my mom needed help. She had been a nurse but there were too many people to help. ...

V. STYLE - D. Dialogue

1 - No dialogue is used.
The dialogue is stilted or unnatural.

...And the house said, "Thank you."
I said, "You are welcome."

2 - The dialogue advances the plot, is natural, and is appropriate to the character speaking.

...The King looked and looked and then at last he said, "Why haven't I seen you?"
The hare replied, "Because I was afraid you were looking for me."
"Why did you think that?" said the king.
"You see," replied the hare, "I was once a beautiful queen!"
"Ha, ha, ha. That's the funniest thing I ever heard."
"But it's true. If you'll just kiss me..." ...

3 - The dialogue advances the plot, is natural, is appropriate to the character speaking, and is particularly clever or effective.

Amada yelled, "Mother, Help."
Mother came running. "What is it this time?"
"My zipper's stuck," Amada wiggled.
"You need the most help of anybody I know. Mother, help with this. Oh help me with that. That's all I ever hear out of you," she mocked. ...

..."Oh, I hate my hair!" said Sue. "I wish it would fall out. It's too much trouble."
"Uh," said the hair. "How do you think I feel? You don't take care of me. You're always fussing. You never get me pressed or curled. And you think you have trouble?"
"What do you know? You're just a hair," she said.
"Yes, but I'm your hair. I should fall out on you, and I will," said the hair.
"No, please don't!" said Sue.
"Too bad. Be cool, little sister. You'll grow some more," said the hair. ...

V. STYLE - E. Emotional Quality

1 - No emotion is mentioned or indicated.
A single word denotes emotion.

> Then Billy's mother remembered that she told the man to take the TV and repair it. Billy was mad because everyone would be talking about the game.
>
> David was terribly embarrassed when his friends came over.

2 - Emotion and reaction to emotion are shown.

> By the time Gwendalinda got in the duchess's room she was shaking because she was so scared.

3 - Emotion is a basic part of the story, perhaps affecting the plot. An unusual depth of understanding of emotion is shown. (No example given)

> ... The next day when Jane went to school everybody kept staring at her. All the boys went over and talked with Jane all the day long. The girls got jealous. After school all the girls jumped on her. They poured a big bucket of water on her and everything. She began to cry. She ran away because the water had messed up her hair. Nobody has seen her since. She was ashamed to let anybody see her, all because of her hair.

V. STYLE - F. Unusual Elements

1 - The story is told in direct narrative.

2 - The story employs some literary device which increases its effectiveness. Examples are:

An unexpected element -
...After Robert left the TV packed its clothes and ran away. I was glad he was gone. We never did find him - that's cause we didn't look. ...

Special punctuation or capitalization for emphasis -
...My mother started a conversation. "Yesterday I saw -" but she didn't get to finish for all of a sudden there was a "SPLAT." Spaghetti started flying all over the kitchen. ...

Repetition of words or phrases -
Once there was a cat named Puff and a dog named Spotty. They were very good friends. They played, ate, and done tricks together.

Then one day a man came by and took the dog. The cat was very sad. She searched and searched until she was going to give up. Then she saw him tied up to a post by a house. She went over and started biting and clawing at the rope until it finally broke.

They went back to where they lived. They played, ate, and done tricks together like they used to. They promised not to let anything separate them again. They stayed together all the time after that.

Unusual point of view -
I am a seven year old curly hair. I live on top of a boy's head. I am very comfortable where I am. ...

Special format or form, such as folk tale or diary -
Once upon a time there lived an old lady. Her name was Mary LU. Mary had nine kids but they were all grown up. One day the market man came. "Give me my money, Mary."

"Oh market man, oh market man, I have no money today."

"Then I will wait," said the market man.

The next day the rent man came. "Give me my money, Mary."

"Oh rent man, oh rent man, I have no money today."

"Then I will wait with the market man." And he did. ...

V. STYLE - F. Unusual Element

Aside to reader -
... Charlie the TV walked down the streets of New York and everywhere he went ladies screamed and fainted. (What would you do if you saw a TV walking down the street?) Finally the police decided it wasn't safe to have Charlie on the streets. ...

Humor, exaggeration, sarcasm
About three hours later about 19 people tried to see Mr. Frisbee at one time to buy this new potion. Why, he was almost attacked in that little office. ...

Once my friend, who is only six, and I were walking down the street. We were half way to her house when she wanted an ice-cream cone. I only had a dollar on me. But then she screamed, jumped up and down, and kicked me. I was about to kill the kid. So I had two choices - to get the kid some ice-cream, or tc get kicked to death.